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ABSTRACT

This report describes a program for improving student independent reading skills through direct phonics instruction. Students were exhibiting inadequate reading skills, which interfered with academic achievement. The targeted population consisted of second and third grade students from a northwestern Illinois city of about twelve thousand. Problems were documented from data showing students were reading below grade level. Students were unable to sound out words or read fluently, and were not successful, independent readers. Oral reading fluency tests were administered during May of 1998. The students scored below average in the Illinois Goal Assessment Program. The students were given a Motivation to Read Survey to determine desires and attitudes toward reading. Analysis of probable causes revealed the targeted school had no formal phonics curriculum in place. The reading curriculum was a literature-based, whole language basal reader series, with vocabulary that was too difficult for many students to decode. Students and teachers were frustrated with lack of success in reading. After a review of professional literature and an evaluation of the current curriculum, it was determined that there was a need for a systematic method of teaching reading that did not depend on a home-based background of literacy. Intervention strategy included teaching a direct phonics curriculum, the use of a reading motivation program, frequent testing and intervention, parent involvement, and peer coaching. Results of post intervention data indicated that direct phonics gave students the strategies to become independent readers when combined with a program using whole reading experiences with peer and parental involvement. Contains 32 references, and 6 tables and 10 figures of data. Appendixes contain survey instruments, reading tests, worksheets, parent participation materials, phonics games, and a sample Accelerated Reader Reading Record report. (Author/RS)

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IMPROVING STUDENT INDEPENDENT READING SKILLS THROUGH DIRECT PHONICS INSTRUCTION

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Abstract

This report described a program for improving student independent reading skills through direct phonics instruction. The students in the report had exhibited inadequate reading skills which interfered with academic achievement. The targeted population consisted of second and third grade students from a northwestern Illinois city of about twelve thousand. Problems were documented from data showing students were reading below grade level. Students were unable to sound out words or read fluently, and were not successful, independent readers. Oral reading fluency tests were administered during May of 1998. The students scored below average in the Illinois Goal Assessment Program. The students were given a Motivation to Read Survey to determine desires and attitudes toward reading.

Analysis of probable causes revealed the targeted school had no formal phonics curriculum in place. The reading curriculum was a literature-based, whole language basal reader series, with vocabulary that was too difficult for many students to decode. Students and teachers were frustrated with lack of success in reading.

After a review of professional literature and an evaluation of the current curriculum, it was determined that there was a need for a systematic method of teaching reading that did not depend on a home-based background of literacy. Intervention strategy included teaching a direct phonics curriculum, the use of a reading motivation program, frequent testing and intervention, parent involvement and peer coaching.

Results of post intervention data indicated that direct phonics gave students the strategies to become independent readers when combined with a program using whole reading experiences with peer and parental involvement.

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CHAPTER 1

PROBLEM STATEMENT AND CONTEXT

General Statement of the Problem

The students of the targeted primary grades exhibited inadequate reading skills that interfered with academic achievement and reading skills. Evidence for the existence of the problem included standardized test scores, oral reading inventory scores and teachers' observations.

School Context

The targeted school was one of four elementary schools in a small rural industrial-based community. The school housed grades kindergarten through sixth grade and two special education cross categorical classrooms.

The school building was an older, three story brick construction built in the mid-nineteen thirties. Building enrollment included approximately 251 students. The average class size was about twenty students per class.

The targeted school consisted of several racial and ethnic groups. Among the student population 92% were White, 5% were African American, and 3% were Mexican American. Among teacher, staff and administrator population 100% were White.

Within the school community, 65 % of the families attending were considered to be low income status. The data included all families who were eligible to receive free or reduced price lunches.

The total faculty included 15 teachers and one full-time administrator. Two of the fifteen teachers held masters degrees. The remaining twelve teachers held bachelors degrees. The average teaching experience of the staff was approximately 15 years.

The support staff included one full-time custodian, one full-time secretary, one full-time and one part-time reading aide, one full-time and one part-time playground supervisor, and one full-time cook. The school nurse served several schools in the district and was present at the targeted school Monday, Wednesday, and Friday mornings.

Teachers of music, art, and physical education were not housed in the targeted school but served several schools in the district. The teachers came to the school on assigned days to instruct students. One full-time Title I teacher, and one full-time and one part-time learning resource teacher were housed in the targeted school.

Children in kindergarten through sixth grade were able to attend an after-school program called Area Board for Child Development (ABCD). The program was located at another school in the district. Students who attended the program were bused from the targeted school to the building for the program. The program ran from 3:30 p.m. until 5:15 p.m. Monday through Friday. The main focus included the following activities: homework assistance, social skills, educational outings, and crafts. Parents were responsible for picking children up after the program. A small weekly fee was required for each child attending.

A program called Drug Awareness Resistance Education (D.A.R.E.) was provided by the county sheriff's department. Students in grade six participated in this program.

The Parent Teacher Organization (PTO) was run cooperatively by parents and teachers. PTO was in charge of school fund raisers where the proceeds went toward items and activities to benefit the students of the school.

A behavior incentive program called Caught Being Good was used in the school. All students, teachers, administrator, and staff members participated in the program. Students were given caught being good tickets when they were observed in any type of positive behavior. Rewards were given at the end of each week to students exhibiting positive behavior throughout the week.

Community Description

The school district used in this study was a small, rural, industrial-based community. The population of the town was approximately 12,000. Population trends showed the community had lost about 4,000 residents during the last three decades. The district was about six miles north to south, and seven miles east to west. Within the town there was another school district located in a neighboring township. The second school district was much smaller than the district of the study. It was somewhat unique that a small community could contain two separate school districts within the same town. The community was located in the central part of the state of Illinois. It was fifty miles away from any major metropolitan area. The community was surrounded by farm land and other smaller rural communities. There was a local college which provided continuing education support for the community. The town had several manufacturing companies. The companies employed the majority of the population in the work force.. The second largest part of the labor force was the professional services occupations. The largest group of workers in the community earned salaries in the $15,000 to $25,000 range.

The school district of the study had an enrollment of approximately 1,900 students in the twelve grades. It included one senior high school, which enrolled over 600 students in grades 9-12, a junior high school with grades 7-8, and four elementary schools with grades K-6. One separate school building contained a Pre-Kindergarten program, Special Education office, Youth Services Bureau, and Social Service Agency. The district was the administrative center of a two-county special education district which met the needs of a variety of individual students. Many of these students were bused in from neighboring communities and most of the schools had special education classrooms. Staff was placed in many of the surrounding school districts to provide services for students who required Individual Educational Programs (IEP).

The staff of the targeted school district consisted of a superintendent, an assistant superintendent, five principals, over 100 professional staff and faculty, two nurses, eleven

office workers, fourteen custodians, eight bus drivers, sixteen cooks and thirteen special education aides. Fifty percent of the teachers in the district had masters degrees. The school district had employed the same superintendent for the last thirty years. After his recent retirement, the school district hired a new superintendent. The school district went through some changes due to leadership and direction of the new superintendent. He had addressed the need to change the reading curriculum in the schools. Before formally taking over as superintendent, an oral reading test was administered to students in grades K-5. The results were given to the teachers before the end of the school year. Only teachers in grades K-3 were called together to discuss the results and formulate a curriculum plan for instruction.

One of the schools in the district had been placed on the state's academic watch list due to poor Illinois Goal Assessment Plan (IGAP) scores in reading. The school's faculty spent the last year planning what could be done to improve curriculum and scores on the state assessment test given to all state schools every April. The need to meet state standards put pressure on the administration, school board, and individual schools within the district as a whole.

The community had many support services available to the school district. The community offered a partnership program with many of the schools. There were several vocational programs that were developed through the local business community and the local community college. There were many social service agencies available to help students at risk through counseling services. Several local tutoring programs were developed to give assistance to those students who needed extra help.

The mission of the school district was to provide optimum educational opportunities for all students with the resources available. The common goal of the district was to provide the educational foundation upon which children could develop inherent strengths, overcome handicaps, and ultimately take their place as productive citizens. Another goal of the district was to guide each student, as far as abilities permitted, toward mastery of

learning and communication, such as reading, writing, speaking, listening, observation and evaluation, mathematics, science, and creative expression.

National Context of the Problem

The problem of low reading scores had become a major concern throughout the district. Administrators, school boards, classroom teachers, parents, and business communities had all been concerned with the state of literacy in the nation.

Many students had become non-fluent and non-independent readers. Society required technological skills which depended on the literacy skills of reading, writing, and thinking. It is possible to teach nearly all young people who pass through schools to read, write, speak, and listen but changes in strategy and priorities will have to be made by teachers to accomplish this goal (Dixon, 1994).

In an attempt to correct the falling literacy rate in the school district, a new reading series with an emphasis on literature and whole language was adopted. Whole language instruction used a developmental, holistic, contextual approach to literacy and learning (Lipton, 1992).

The teaching of reading in a language centered classroom was built on an environment that promoted positive learning experiences. The development of literacy, seeing reading as a way to solve problems, and helping students learn to love reading all of their lives was a positive goal for reading teachers (Lipton, 1992).

The whole language literature approach has had some very positive effects on the direction of reading instruction based on comprehension and thinking skills. The goal in teaching reading was to gain meaning from the spoken and written words. In many schools, the use of basal reader curricula had become a thing of the past because of failure to meet the needs of current literacy. Language was the means by which children developed lifelong learning skills. Children actively engaged in language and literacy

activities were more likely to become competent readers (Anthony, Johnson, Mickelson, Preece, 1991).

Students as independent learners should have the tools needed to become engaged learners. Instruction of reading is very critical. Teachers of reading must have training and skills needed to teach students to become fluent, independent readers who are able to succeed in gaining meaning from the text. Early readers must have the ability to use phonemic awareness, or the ability to decode words, before they are able to comprehend the printed word. Teachers of whole language reading curricula are not always trained in early reading strategies. The lack of training or awareness of how reading is learned caused problems for the teacher and learner (Samuels, Schermer, Reinking, 1992).

Recent scientific research verified that a well-organized, comprehensive approach to the teaching of reading that includes systematic teaching of specific reading skills, especially at early grades, produced better readers. Research identified exactly what reading skills children need, and reading programs have been developed and evaluated based on the research (ISBE, 1997). When teachers of reading are faced with the dilemma of what to do to help students who are not becoming independent and fluent readers, they must have the strategies to be able to address the problems.

Research has shown that when children who are weak in phonemic awareness receive appropriate instruction (even if only for 15-20 minutes per day for as little as 7 weeks) improved in reading and spelling skills, especially when instruction was linked with letter-sound and word learning (Smith, 1998). The goal of the teacher in the classroom should be to create learners who are successful at knowing what they need to know to become better pupils. Students should be taught skills in a strategic fashion to make the transfer of knowledge of language to everyday living. Reading, writing, and spelling require skills which learners need to become effective readers and writers (Cambourne, Turnbill, Butler, Langton, 1993).

The problem of low reading scores, lack of fluency, and poor literacy skills were evident in the targeted school. To help students become fluent and independent readers, specific teaching strategies, such as phonemic awareness and word analysis skills, were needed as part of a balanced reading program (ISBE, 1997).

Chapter 2

PROBLEM DOCUMENTATION

Problem Evidence

The students exhibited inadequate reading skills that interfered with academic achievement. Data collected from standardized test scores, Illinois Goal Assessment Program (IGAP) scores, oral reading fluency scores, and teacher observation showed students were reading below grade level. Students' inabilities to sound out words, read fluently, and become independent readers became evident from collected data.

Table 1

Standardized Reading Test Scores for 1998

Grade	Grade Level Score
Kindergarten	.5
1st Grade	1.2
2nd Grade	2.6
3rd Grade	3.4

As shown in table 1, results from standardized reading test scores for April, 1998, indicated students in kindergarten, first, second and third grade were reading below grade level.

The Illinois Goal Assesment Program (IGAP) was a state-wide test given to all students in third grade. The test was used to assess student reading performance and was used as a school district report card. Based on IGAP scores, students were placed in one of three levels: Level 1 (do not meet state goals for learning); Level 2 (meet state goals); and Level 3 (exceed state goals). The cut-off scores for these levels were

established with the help of Illinois elementary and secondary educators. The distribution of students at each level is shown in table 2.

Table 2

IGAP State Performance Standards for 1998

Grade 3 Reading:	% Do not meet goals	% Meet goals	% Exceed goals
School	40	48	12
District	49	45	6
State	28	51	21

Oral Reading Fluency tests (Appendix A) were given in May, 1998, to all students in kindergarten through fifth grades. Scores for students entering second and third grades indicated how many words were read per minute using grade-appropriate selections. These tests would be used to chart students' progress on a monthly basis during the following school year.

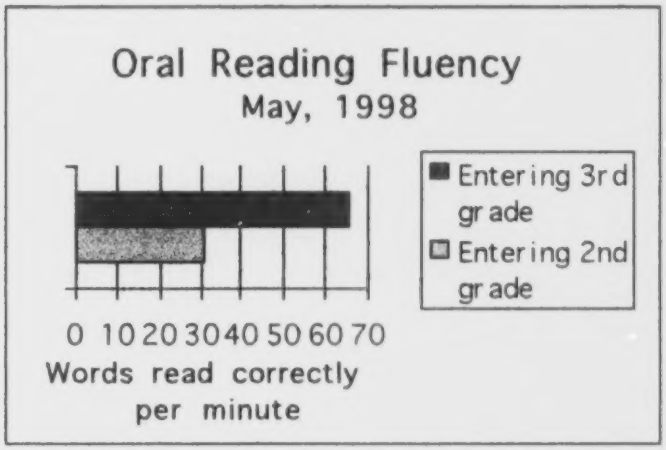

Figure 1. Oral reading fluency scores from May, 1998.

A whole language curriculum, using a basal reading series that was literature based, was the current reading instruction program in the targeted school.

Instruction of word analysis skills and the use of phonics instruction were different in each classroom. No specific strategies were used to teach word analysis, decoding and phonemic awareness. Students were not making the transfer between letter, sound, and word associations to become independent readers. Teaching methods used for reading in the targeted school were not meeting the needs of the students.

While standardized testing indicated problems in the area of independent reading, the reasons for the problems seemed unclear without determining student attitudes toward their own reading skills and the value of reading. The Motivation to Read Profile (Appendix B) indicated that the majority of students had a good self concept as readers, while over 75% saw value in reading. The scores indicated the students were motivated to read.

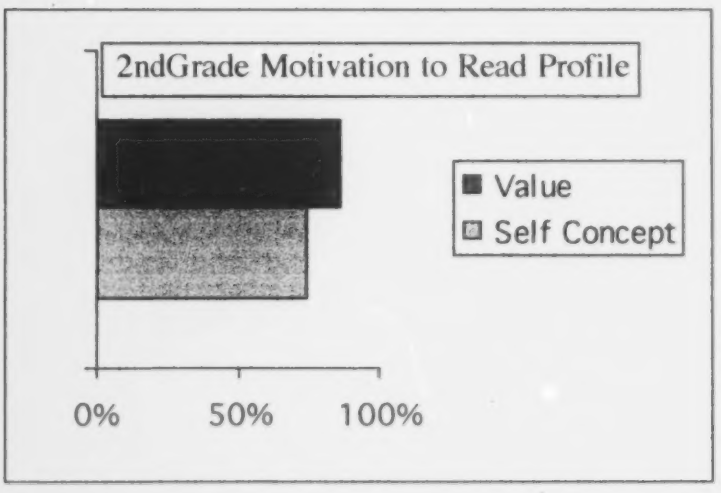

Figure 2. 2nd grade motivation profile.

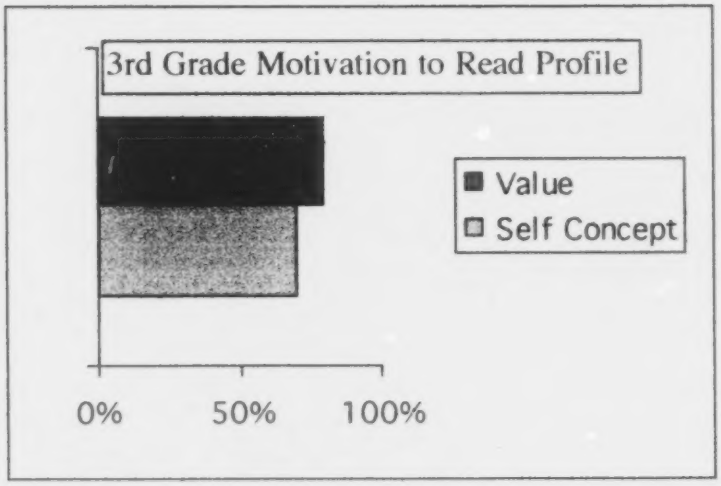

Figure 3. 3rd grade motivation profile.

Table 3

Attitudinal Scale for Parents
(2nd grade survey)

My child:	Strongly Agree	Agree	Disagree	Srongly Disagree
1.Understands more of what he/she reads	2	11	0	0
2. Enjoys being read to by family members.	9	4	0	0
3. Finds time for quiet reading at home.	2	11	0	0
4. Sometimes guesses at words, but they usually make sense.	2	9	2	0
5. Can provide a summary of stories read.	2	7	3	0
6. Has a good attitude about reading.	6	7	0	0
7. Enjoys reading to family members.	7	6	0	0
8. Would like to get more books.	10	3	0	0
9. Chooses to write about stories read.	0	5	6	2
10. Is able to complete homework assignments.	5	6	2	0

Table 4

Attitudinal Scale for Parents
(3rd grade survey)

My child:	Strongly Agree	Agree	Disagree	Srongly Disagree
1.Understands more of what he/she reads	9	8	1	0
2. Enjoys being read to by family members.	8	8	1	1
3. Finds time for quiet reading at home.	7	6	3	2
4. Sometimes guesses at words, but they usually make sense.	6	11	0	1
5. Can provide a summary of stories read.	7	8	1	1
6. Has a good attitude about reading.	8	7	2	1
7. Enjoys reading to family members.	8	7	2	0
8. Would like to get more books.	8	7	2	0
9. Chooses to write about stories read.	3	3	9	0
10. Is able to complete homework assignments.	7	10	0	0

Students' motivation toward learning may be based on the attitudes learned from parents. A reading attitude survey (Appendix C) was administered to the parents of the students in the second and third grades to determine the attitudes about children's potential to read. Results shown in tables 3 and 4 indicate varying attitudes towards reading.

A survey was administered to the staff concerning school improvement. (Appendix D) All 15 teachers were asked to prioritize areas of concern. Of the teachers surveyed, ten rated improving reading skills as the number one priority, four rated it second, and one rated it third.

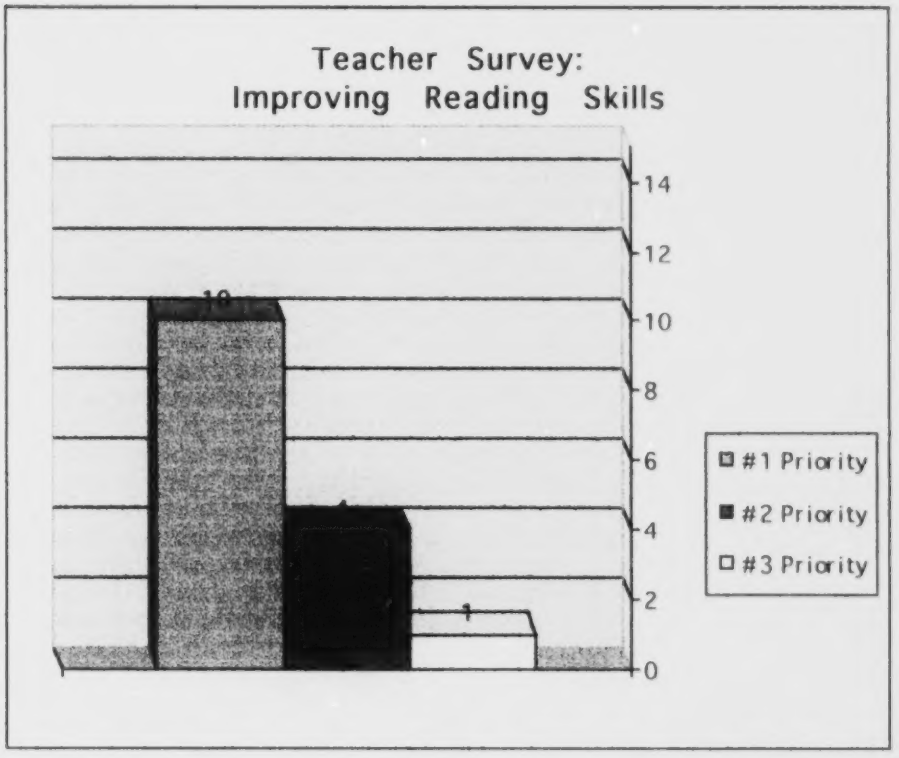

Figure 4. Teacher survey prioritizing the importance of improving reading skills.

Probable Causes

The targeted school had no formal phonics curriculum in place. Students were taught word analysis and phonics by a wide variety of instructional strategies. There was no continuity of phonics instruction from teacher to teacher, grade to grade, and year to year, except in the spelling curriculum.

Students had problems with word attack skills and oral reading fluency. Poor word attack skills caused students to have problems with fluency, independent reading and

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comprehension. Poor word attack skills affected students' attitudes toward reading in a negative way. Teachers observed that many students chose not to participate in the Pizza Hut reading incentive program. Many students did not choose to read independently during free time. During formal reading instruction students displayed a lack of interest and excitement.

The reading curriculum was a literature-based, whole language basal reader series. The whole language basal reader contained vocabulary above students' grade level. Students did not have adequate word attack strategies. Vocabulary that was presented in the literature based reader was too difficult for many students to decode, according to teacher observation. Many teachers expressed frustration with the lack of success in the reading curriculum.

Students did not score well on the end of the unit tests for the basal series. The tests were divided into two sections, vocabulary and comprehension. Students were frustrated when tests were too difficult for them to read independently. Pupils had poor attitudes toward reading and guessed at test questions.

Teachers observed that oral reading skills were poor. Students stumbled over words during oral reading in class. Poor oral fluency was another indication that students were in need of direct phonics instruction to improve reading skills. The whole language literature-based approach to instruction was not meeting students' needs for automatic decoding skills because they were unsuccesful at reading independently. Comprehension skills were also poor because students were unable to decode automatically and to read fluently.

Students exhibited poor phonemic awareness. Phonemic awareness is the ability to hear and differentiate between the various words, sounds, and syllables in speech. Research has shown this skill is critical to success in beginning reading. Poor phonemic awareness can be a result of not being exposed to oral and written language at an early age before the child even enters school. Levels of phonemic awareness are tied to home

experiences that promote language development through reading and writing activities. (ISBE, 1997). Knowledge of phonics is necessary for successful independent reading for some students (Routman & Butler). As phonics skills develop and become automatic, students should be able to make the transfer from decoding to reading for meaning.

When students have the skills needed to be independent readers, they may want to read more because they have been successful. Teachers identified a feeling of fulfillment when the reading process became a rewarding experience for students (Hiskes, 1977).

The researchers found that students had the motivation, the attitude, and parental and teacher support needed to become fluent readers. Students needed reading skills to help them decode automatically, read fluently and independently. Teachers affirmed they needed to develop a reading curriculum that would provide the tools.

CHAPTER 3

THE SOLUTION STRATEGY

Literature Review

Reading is an important life-long activity that can either be enjoyable and enlightening, or a chore and dreaded process. Students who are successful readers made reading an integral part of their lives. Students who are not successful readers fell further and further behind in reading skills and can become at-risk learners. If students do not receive direct reading instruction, reading disabilities may occur (Grossen, 1996). Much of what is learned in school and throughout life is written. The key to learning depends on the students' abilities to unlock knowledge through fluent, independent reading, and comprehension (Zeleman, Daniels & Hyde, 1993).

Reading is not a natural skill for many learners. For most students, reading is a skill that is learned through direct instruction (Fletcher et al., 1994). In the teaching and learning process, some teachers have assumed if children were exposed to literature, they would learn decoding skills in reading and speaking. Emphasis on formal instruction of skills, including explicit teaching of phonics, was not as important as exposing children to literature-based instruction (Routman & Butler, 1995). Reading is not automatic but has to be learned. Students who are poor readers may often understand what they hear but have trouble decoding written words. Written language is a code system. Deciphering the code is not a natural process for some students (Holdren 1995). Direct phonic instruction can utilize students' auditory and visual learning abilities by teaching them to break up words into sound-based, phonological elements or phonemes (Shaywitz, 1996). Students' abilities to hear and use decoding skills were defined as phonemic awareness. Researchers have shown a strong correlation between awareness and reading achievement levels

measured by standardized testing (Adams & Bruck, 1995). Lack of phonemic awareness is often a major barrier in learning to read (Vellutino & Scanlon, 1987). Phonemic awareness can predict students' success better than intelligence, reading readiness, and listening comprehension tests (Stanovich, 1994).

Students who come to school with a background in reading usually have some phonemic awareness. Students with phonemic awareness and an understanding of sounds in language acquired the skill of understanding through reading, not just the ability to recognize words (Diegmueller, 1996).

Before children begin school, reading readiness is being created. Children who are read to at early developmental stages of 1 to 2 years of age have a better chance to have a background in language and literacy that will help them to become successful readers (Routman 1997). Children who have been read to before coming to school have a head start compared to those who have no understanding of the relationship between oral and written language (ISBE, 1997). They may also develop comprehension skills through a literature-rich background. Early language experiences will later be used in reading instruction as prior knowledge. Not all students come to school with the same reading literacy.

Parents and other adults with whom children spend time are responsible for being role models in developing lifelong literacy skills (Johns & Linski 1997). Language literacy is an important part of beginning reading instruction. It is from early language literacy that phonemic awareness develops. Language literacy is a term that is used in conjunction with anything that is related to reading and the use and handling of books (Genisio, 1999). When a child comes to school with an audio and visual association with words in print, the development of reading should become a more natural process. For those children where a a literature rich background is lacking, it is necessary for the classroom teacher to provide phonemic awareness strategies that will help students decode words. Through the use of direct phonics instruction the classroom teacher can present students with visual and

who require a structured approach to reading a means to develop fluency and comprehension. Phonics instruction is especially important to help children who come to school with little exposure to the literacy experiences of reading and writing (Cunningham & Allington 1999). Students need a strategy to help them make the transfer from oral to written language.

The goal of phonics instruction is to help students become fluent and independent readers. To reach the goal, phonics curriculum instruction should begin in kindergarten with phonemic awareness activities such as rhyming. The curriculum begins with spelling-sound relationships, the teaching of vowel and consonant patterns and syllabication (Shefelbine, 1996). For beginning reading instruction, it is essential that the students be given direct instruction to decode words. Reading research studies conducted with first graders indicated reading achievement was directly related to reading programs that contained direct and systematic phonics instruction. Programs that taught decoding skills with word analysis and sound symbol relationships produced better readers (Chall, 1999).

Good readers have the ability to use word analysis and sound symbol relationships naturally. They have the ability to read words never seen before and are able to pronounce them correctly. The readers already use some basic literacy knowledge in developing good reading strategies. Good readers are usually good writers and as they read and write, can figure out how to decode words and write without direct instruction (Cunningham, 1995). In whole language literature-based programs, many students who are better readers succeed because they do not need a formula for decoding every word. Even though phonics instruction is given, the emphasis is on reading for meaning and discovering words in context (Manning, M., Manning, G., & Long, R., 1989). Good readers often come from backgrounds with a strong literacy base.

Whole language literature-based programs tend to emphasize instruction that is geared to the more global learners. A global learner is a student who can see the big picture and is language oriented. Students who are global learners often do well in a hands-on,

visual, tactile reading program. A whole language reading program focuses on literature, cooperative learning, and engaged learning activities which work well for developing literacy skills. Students who are structured, analytical learners may have difficulty focusing and lack self-directed learning skills in a whole language reading program. Students can feel disorganized. If students, who are analytic learners, do not have a direct instruction system to decode words, they may fall behind in reading. The analytical learner does not have the strategies needed to successfully decode words automatically and to read fluently (Cromwell, 1997).

The need for a systematic method for teaching reading is very important. Reading instruction that is developed to help all students read at grade level and beyond should be the goal of all reading teachers. Instruction should help students become independent and fluent readers. Direct phonics instruction is an effective method to give students strategies for decoding words. For students to be independent readers, phonics skills are taught to help them develop knowledge of familiar and unfamiliar words (Weaver, 1997). The role of the teacher is to help students develop the strategies and skills to take words apart. Taking words apart often helps readers to figure out new words as well as using words in context. Reading for meaning is the goal, but many students must have the tools to figure out how words are constructed (Pinnell & Fountas, 1998).

Reading instruction that uses phonics provided students with the means to decode unfamiliar words. Dividing words into parts and the reconnection of the parts into the whole gives students strategies that can be used to help them read. A reading curriculum that stresses phonics strategies can build word recognition and pronunciation skills (Axelrad-Lentz, 1998). Students given direct systematic instruction on how to combine letters and sounds have a solid foundation in learning to read (Holdren, 1995). The ability to read words automatically and with fluency provided students the means to increase reading comprehension (Grossen, 1997).

For reading teachers, comprehension, fluency, and independent reading for students are the end goals. For many students, the learning process is not a simple task. Prior knowledge from students' early learning years can influence how well students are able to make connections and transfer knowledge. Knowledge is a complex system of information that can guide, inhibit or change a simple learning task such as reading (Leinhardt, 1992).

For some learners, the reading process comes easily and naturally in an environment in which language literacy is the main focus. For other learners, the reading process must be systematic, structured and direct. Structure can be most important for the beginning reader who is making the connections between language and print. In order for teachers to be successful with students, they must understand how students learn. Teachers must develop curriculum that can meet the needs of all learners (Sousa, 1996). Direct reading instruction which uses phonics can help the beginning struggling readers. Phonics instruction may also help students who may have poor literacy background, little phonemic awareness, or a possible learning disability. It is important to develop a literature-rich environment to help promote incentives for students to become independent readers. In teaching students to gain meaning from print, it is important to remember that most students learn through a combination of instructional strategies (Curtis, 1997). The goal of the teaching process is not to insist on a singular approach to learning. The ultimate purpose of reading instruction should be to develop lifelong learners and students who are fluent and independent readers with a love for reading.

Problem Objectives and Processes

Objective 1

As a result of direct phonics instruction during the period of January, 1999 to April, 1999, the targeted students will be able to use phonetic analysis to help them decode words independently as measured by weekly written and oral assessments.

In order to accomplish the objective the following processes are necessary ;

1. Prepare and implement daily phonics lesson.

2. Use daily phonics worksheet and homework worksheet.

3. Give weekly phonics assessment to evaluate and remediate student progress.

Objective 2

As a result of administering reading tests during the period of January 1999, to May 1999, individual student word lists and word cards will be developed for work with student partners. using phonics skills for decoding.

In order to accomplish this, the following processes are necessary:

1. Develop individual student word lists and word cards from test of the of the Dolch and Slosson Oral Reading Inventory lists.

2. Assign student Study Buddies for daily word list practice.

Objective 3

As a result of the use of the Accelerated Reading Program students will be encouraged to become independent readers.

In order to accomplish this the following processes are necessary:

1. Guide students in selection of books on their independent reading level.

2. Use 15 minutes of classroom time daily for silent sustained reading.

3. Evaluate students' ability to comprehend selected reading material using AR records.

Objective 4

As a result of phonics game activities during the period of February, 1999 to May 1999, students will become more knowledgeable of skills learned during daily phonics lessons.

In order to accomplish this, the following processes are necessary:

1. Teach and play a new phonics game weekly.

2. Review and play games learned with Study Buddies.

Objective 5

As a result of Family Phonics Fun Night, parents will become involved nightly at home with student reading activities during the period of February 1999 to May 1999.

In order to accomplish this, the following processes are necessary:

1. Plan and carry out Family Phonics Fun Night.

2. Give parents and students a nightly reading activity contract.

3. Collect reading contracts weekly and use parent signature slips for weekly principal awards and monthly book drawings.

Methods of Assessment

The following interventions were used for direct phonics instruction to increase reading skills: Administering of the (1) Dolch sight word list, (2) Slosson Oral Reading Inventory, and (3) Botel Phonics Reading Test as pretests and posttests. Weekly phonics assessments were administered to students to gather data regarding student progress. Monthly oral reading fluency tests were also administered to determine student progress in phonics decoding skills.

Action Plan

Week 1 I. Data collection to evidence the problem

A. Send home letter to parents

B. Conduct Student Elementary Reading Attitude Survey (20 minutes)

C. Conduct Student MRP (Motivation to Read Profile) 10 minutes

D. Tally results of student surveys and profile

E. Conduct Slosson Oral Reading Test (SORT) as pretest

F. Score SORT test

G. Establish student reading level

H. Establish student word list for instruction

I. Oral Reading Fluency Test conducted

J. Teach daily phonics lesson

K. Give weekly phonics assessment

L. Write weekly entry in action plan journal

Week 2 II. Data collection and phonics curriculum instruction

A. Administer the Dolch word list

B. Score the Dolch test

C. Establish students' individual word list for instruction

D. Teach phonics lesson daily

E. Give weekly phonics assessment and score assessment

F. Implement intervention strategies for students not scoring 80% on weekly phonics assessment

G. Send home letter for Family Phonics Fun Night

H. Write weekly entry in implementation journal

Week 3 III. Phonics instruction, intervention and assessment

A. Teach phonics lesson daily

B. Implement intervention strategies for students not scoring 80% on weekly phonics assessment

C. Give students individual word cards from SORT and Dolch lists

D. Establish reading study buddies

E. Students work with study buddies on word cards

F. Review phonics rules with individual students using word cards

G. Give weekly phonics assessment and score

H. Administer and score Botel Oral Phonics test

I. Write weekly entry in implementation journal

Week 4 IV. Phonics instruction, intervention and assessment

A. Teach phonics lesson daily

B. Implement intervention strategies for students not scoring 80% on weekly phonics assessment

C. Work with study buddies on word lists

D. Teach students 3 remedial phonics games for each class

E. Send home a letter reminding parents of Phonics Fun Night

F. Parents and students participate in Family Phonics Fun Night

G. Give weekly phonics assessment and score

H. Implement phonics instruction activities for students scoring 80% on Botel Reading Inventory

I. Write weekly entry in implementation journal

Week 5 V. Phonics instruction, intervention and assessment

A. Teach phonics lesson daily

B. Implement intervention strategies for students not scoring 80% on weekly phonics assessment

C. Implement intervention strategies for students not scoring 80% on Botel Reading Inventory

D. Continue working with study buddies on word lists

E. Introduce new phonics game

F. Begin Accelerated Reading Program with students

G. Establish 15 minute silent sustained daily reading time

H. Oral Reading Fluency test give

I. Weekly phonics assessment and score

J. Write weekly entry in implementation journal

Week 6 VI. Phonics instruction, intervention and assessment

A. Teach phonics lesson daily

B. Implement intervention strategies for students not scoring 80% on weekly phonics assessment

C. Implement intervention strategies for students not scoring 80% on Botel Reading Inventory

D. Students work with study buddies on word lists

E. Teach students new phonics game

F. 10-15 minutes of silent sustained daily reading time using Accelerated Reader books (AR)

G. Give weekly phonics assessment and score

H. Write weekly entry in implementation journal

Week 7 VII. Phonics instruction, intervention and assessment

A. Teach phonics lesson daily

B. Implement intervention strategies for students not scoring 80% on weekly phonics assessment

C. Implement intervention strategies for students not scoring 80% on Botel Reading Inventory

D. Students work with study buddies on word lists

E. Teach students phonics writing/reading game

F. 10-15 minutes of silent sustained daily reading time using Accelerated Reader books (AR)

G. Give weekly phonics assessment and score

H. Write weekly entry in implementation

Week 8 VIII. Phonics instruction, intervention and assessment

A. Teach phonics lesson daily

B. Implement intervention strategies for students not scoring 80% on weekly phonics assessment

C. Implement intervention strategies for students not scoring 80% on Botel Reading Inventory

D. Students work with study buddies on word lists

E. Teach students new phonics game

F. 10-15 minutes of silent sustained daily reading time using Accelerated Reader books (AR)

G. Give weekly phonics assessment and score

H. Write weekly entry in implementation

Week 9 IX. Phonics instruction, intervention and assessment

A. Teach phonics lesson daily

B. Implement intervention strategies for students not scoring 80% on weekly phonics assessment

C. Implement intervention strategies for students not scoring 80% on Botel Reading Inventory

D. Continue working with study buddies on word lists

E. Introduce new phonics game

F. 10-15 minutes of silent sustained daily reading time using Accelerated Reader books (AR)

G. Give weekly phonics assessment and score

H. Students given monthly oral reading fluency test

I. Meet with parents at conference and discuss student progress

J. Write weekly entry in implementation journal

Week 10 X. Phonics instruction, intervention and assessment

A. Teach phonics lesson daily

B. Implement intervention strategies for students not scoring 80% on weekly phonics assessment

C. Implement intervention strategies for students not scoring 80% on Botel Reading Inventory

D. Students work with study buddies on word lists

E. Teach students new phonics game

F. 10-15 minutes of silent sustained daily reading time using Accelerated Reader books (AR)

G. Give weekly phonics assessment and score

H. Write weekly entry in implementation journal

Week 11 XI. Phonics instruction, intervention and assessment

A. Teach phonics lesson daily

B. Implement intervention strategies for students not scoring 80% on weekly phonics assessment

C. Implement intervention strategies for students not scoring 80% on Botel Reading Inventory

D. Students work with study buddies on word lists

E. Teach students new phonics game

F. 10-15 minutes of silent sustained daily reading time using Accelerated Reader books (AR)

G. Give weekly phonics assessment and score

H. Write weekly entry in implementation journal

Week 12 XII. Phonics instruction, intervention and assessment

A. Teach phonics lesson daily

B. Implement intervention strategies for students not scoring 80% on weekly phonics assessment

C. Implement intervention strategies for students not scoring 80% on Botel Reading Inventory

D. Students work with study buddies on word lists

E. Teach students new phonics game

F. 10-15 minutes of silent sustained daily reading time using Accelerated Reader books (AR)

G. Give weekly phonics assessment and score

H. Write weekly entry in implementation journal

Week 13 XIII. Post testing and data collection

A. Give Botel Reading Inventory as a posttest

B. Give Slosson Oral Reading Test (SORT) as a posttest and score

C. Give oral reading fluency test

D. Teach phonics lesson daily

E. Give weekly phonics assessment and score

F. Write weekly entry in implementation journal

Week 14 XIV. Post testing and data collection

A. Give Dolch test as a posttest and score

B. Teach phonics lesson daily

C. Give weekly phonics assessment

D. Review all results of posttest scores

E. Compare pretest and posttest scores

F. Write weekly entry in implementation journal

CHAPTER 4

PROJECT RESULTS

Historical Description of the Intervention

The objective of the project was to improve students' independent reading skills in second and third grade classrooms through direct phonics instruction. The intervention procedures used specific phonics lessons, parent involvement, reading incentive programs, and peer coaching. The interventions were developed to help the students to reach the goal of decoding words independently.

A survey was administered by the school principal to determine students' attitude towards reading and to set the stage for the project. (Appendix E)

To determine students' abilities to read and decode words orally, the Slosson Oral Reading Test was administered as a pretest and posttest. (Appendix F) The test was used to establish reading grade levels, and individual word lists for peer coaching and remediation during the inventory. The DOLCH Reading Inventory test was administered as a pretest and posttest. (Appendix G) The test was used to compare results with the Slosson Oral Reading Test (SORT), to establish reading grade levels, as a phonics diagnostic tool, and to develop individual word lists for peer coaching.

The Botel Oral Phonics Test was given to determine students' abilities to hear and apply phonetic analysis of sounds and letter patterns. (Appendix H) The test was given as a pretest and posttest to determine students' abilities to read words independently and the results of the test were originally to be used to determine weekly direct phonics intervention strategies for those students scoring 80% or lower in the pretest. During the project, it was determined that other interventions would be used for remediation, rather than the Botel. The Botel was used as a pretest and posttest measure of achievement.

An oral reading fluency test was administered monthly to students to determine the abilities to read and decode words orally. (Appendix A) The test measured words read per minute by students at grade-appropriate reading selections. The results of these tests were used to measure individual student reading growth throughout the project.

A daily phonics lesson was taught to students in the second and third grade classrooms. The lessons taught specific sound-letter patterns and rules for decoding. A worksheet focusing on the specific skill taught that day was guided by the teacher and completed with students in class. A homework worksheet relating to the same skill was sent home daily. The parents were encouraged to go over the skill taught and initial the sheet for the student to return the following day. (Appendix I)

A weekly assessment was given on phonics skills taught during previous lessons. (Appendix J) The results of these assessments were used for remediation the following week for students not scoring 80%. Remediation for students included individual review with reading aids, parent homework remediation and whole class review.

Slosson and Dolch pretesting results were used to determine individual word lists. The word lists were used to make word flash cards for students. Buddies were assigned for peer coaching and practice of words. Students met with assigned peer coaches several times a week.

The Accelerated Reading Program (Appendix K) was used as a reading incentive to encourage independent reading. The Accelerated Reader is a computer program designed to test students' levels of comprehension on grade-appropriate reading selections. Accelerated results were automatically recorded for each student. Teachers used results of Botel, DOLCH and Slosson pretests and monthly oral fluency tests to guide students in the selection of books at grade-appropriate reading levels. Silent sustained reading was held for 15 minutes or more each day. Students were encouraged to read and answer questions about their selection.

During the fourth week of the study, a Family Phonics Fun Night was held for parents and students in the targeted 2nd and 3rd grade classrooms. A letter was sent home to parents and students inviting them to attend, (Appendix L) Families and students were welcomed to the event by the teachers of the targeted classrooms (Appendix M). An overview of the phonics program was presented. An explanation of the Accelerated Reader program was given. Parents were encouraged to spend at least 15 minutes every evening in the choice of activities, including reading to children, having children read to them, asking questions and discussing what was read and doing phonics activity sheets. Parents were asked to read and sign a daily reading contract. (Appendix N) Parents were given grade-appropriate reading word lists and phonics coding booklets to use at home with their children. (Appendix O) Students and parents then went to various phonics game stations manned by 5th and 6th grade students. They were given directions for games to take home and play. (Appendix P)

Presentation and Analysis of Results

The effect of direct phonics instruction to improve reading skills was assessed through data gathered via several methods during the intervention. A reading attitude survey, three reading pretests and posttests, a monthly oral reading fluency test, and the yearly standardized reading test were administered to students.

To establish students' attitudes toward academic and recreational reading, the Garfield Elementary Reading Attitude Survey was administered. (Appendix E) The survey was administered as a quick, informal indicator of students' attitudes toward reading and was given by the building principal, who emphasized that there were no right or wrong answers.

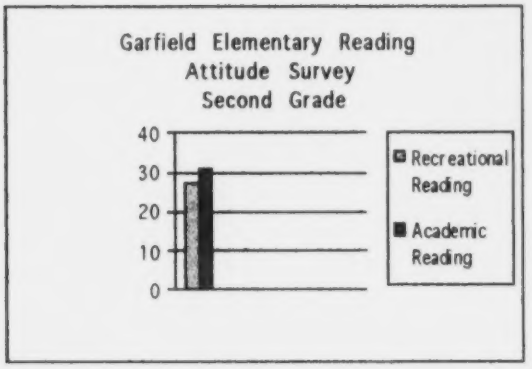

Figure 5. Garfield Reading Attitude Survey measuring importance of reading to second grade students.

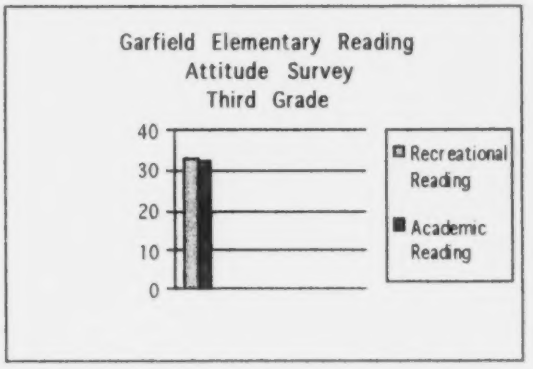

Figure 6. Garfield Reading Attitude Survey measuring importance of reading to third grade students.

As shown in figures 5 and 6, students in each group indicated positive feelings about both types of reading.

The Slosson Oral Reading Inventory (Appendix F) was given as a pretest and posttest to assess students' ability to read words at varying levels and to establish reading grade levels for individuals and groups.

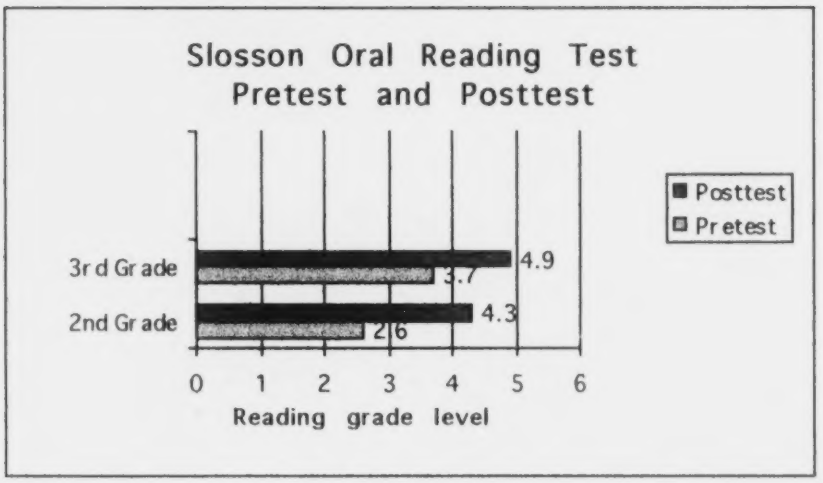

Figure 7. Slosson Oral Reading tests indicating reading levels for third and fourth grade students.

Results of the pretest and posttest comparison showed students made significant gains in reading levels. Students used words from the reading lists to establish word banks for study with buddies. The goal was to provide students with tools to sound out words using phonics skills taught throughout the intervention. The students used phonics as well as sight practice to develop reading skills.

The Dolch Word Reading Test was administered as a pretest and posttest to analyze the ability of students to read basic sight words used in reading at the second and third grade levels. (Appendix G) The words determined the students' grade level scores before and after the intervention. Students were given word bank lists that were used with buddies to increase sight word levels. After continued practice with using phonics skills and repeated word recognitions, student achievement increased as indicated by pretest and posttest comparisons in figure 8.

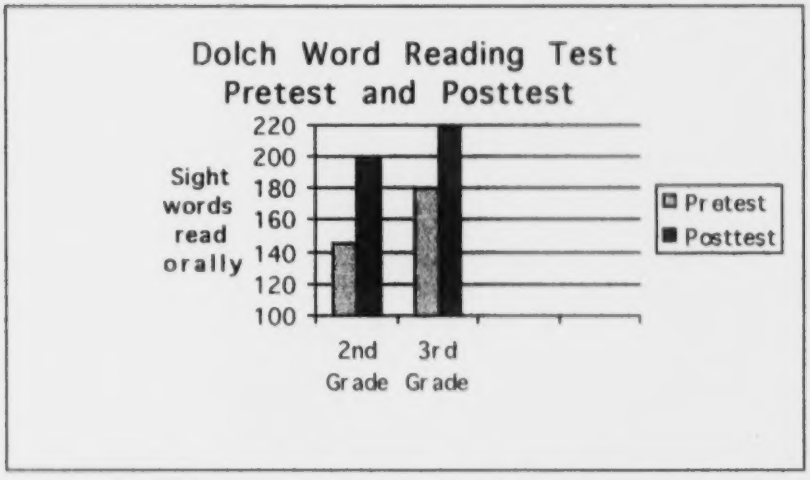

Figure 8. Dolch test used to determine sight reading abilities at grade level.

The Botel Reading Inventory was used as a pretest and posttest to assess the effects of direct phonics instruction during the intervention (Appendix H). The test was divided into three skill areas. The first level was based on consonant sounds, blends and diagraphs. The second level assessed the ability to use rhyming words, long and short vowel sounds, and vowel and consonant combinations. The third part tested students' abilities to determine the number of syllables in a word and the position of the accents in a word.

Table 5

Botel Phonics Mastery Test

Second Grade (20 students tested)	Students passed w/100% in January	Students passed w/100% in May
Level A		
Consonant sounds	13	17
Consonant blends	4	18
Consonant diagraphs	2	19
Rhyming words	2	4
Level B		
Long & short vowels	10	18
Other vowel sounds	0	14
Level C		
Number of syllables	2	11
Accented syllables	0	10

Table 6

Botel Phonics Mastery Test

Third Grade (21 students tested)	Students passed w/100% in January	Students passed w/100% in May
Level A		
Consonant sounds	17	19
Consonant blends	13	19
Consonant diagraphs	15	21
Rhyming words	10	18
Level B		
Long & short vowels	8	17
Other vowel sounds	5	12
Level C		
Number of syllables	11	16
Accented syllables	1	5

As shown in tables 5 and 6, student scores after intervention showed more complete development of the phonics skills needed to decode words.

An oral reading fluency test was given to students to determine the abilities to read with automaticity and fluency (Appendix A). The same grade level reading selection was

indicated that students were making progress transferring the skills taught in phonics class to oral reading. The researchers noted the class scores improved every month during the intervention.

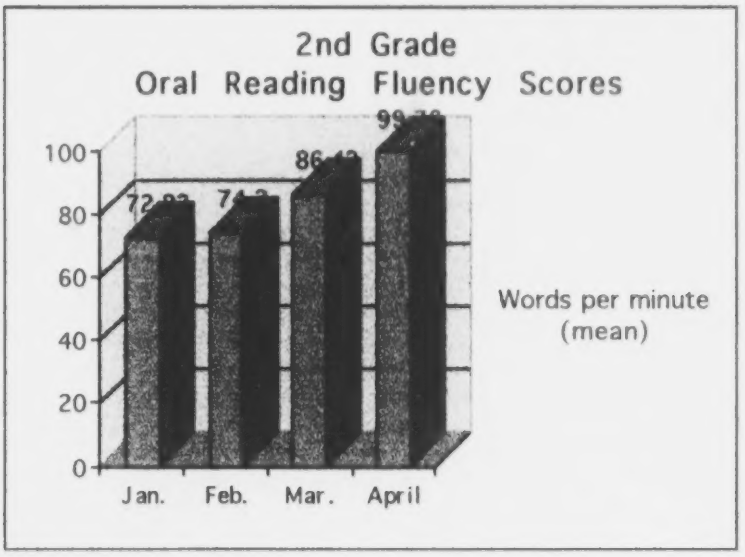

Figure 9. Average oral reading scores for second grade January through April.

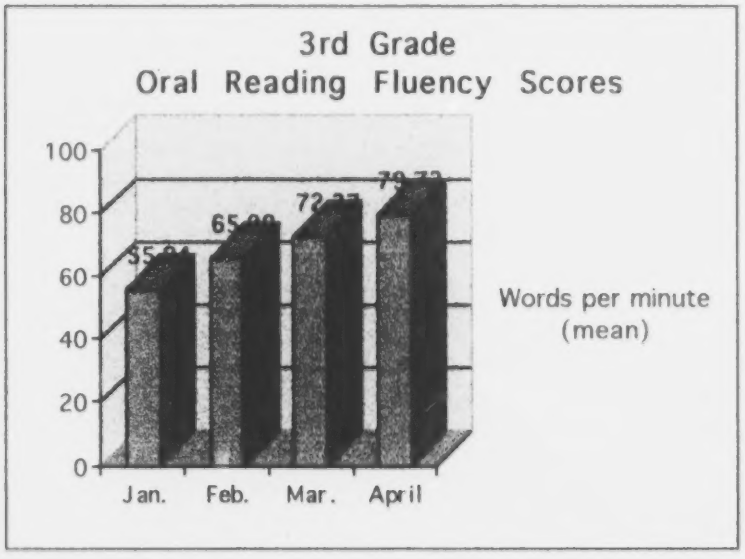

Figure10. Average oral reading scores for third grade January through April.

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While individual results varied, overall pretest and posttest comparisons showed consistent improvement in scores. Results seemed to indicate the intervention had a positive effect on students' abilities to decode words and to read fluently.

Conclusions and Recommendations

The results of the presentation and analysis of the data from the pretests and posttests indicated direct phonics instruction gave students the tools to become independent readers. Students benefited from peer coaching when using buddies to practice words and phonics skills. The use of the Accelerated Reading Program to encourage recreational reading and independent reading skills was evident in increased desire to read for enjoyment. The parental involvement component of the intervention helped bridge learning at school and home. The researchers found teaching direct phonics skills were more successful when students were motivated through discovering the joy of reading for pleasure as well as for academic development.

The students needed to be given the strategies to become successful readers. The techniques were the direct phonics skills needed to decode words independently and make reading a positive experience.

The researchers realized the teaching of the skills could not be done in isolation. Skills needed to be incorporated into daily reading done at school and at home. Once the students were successful at reading, success increased independent reading.

The action research showed the researchers how important it is for students to become fluent, independent readers. Students' successes were very dependent on the abilities to use a variety of skills taught to increase reading levels. Direct phonics instruction should not stand alone, but should be an integral part of a program using whole reading experiences, and peer and parent involvement.

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Appendices

Appendix A

Lisa said, "Please. Please, Grandma, tell me a story, please."

"All right, Lisa," said her grandmother. "What story would you like?"

"I'd like the one about Ivan and Lisa. It's the one about the green humming cat," said Lisa. You know that one, Grandma. It goes like this."

One day Lisa and Ivan were on their way to a shop. They were on their way to get some ice cream. They saw a little man selling balloons. "Oh, let's get a balloon, Ivan," said Lisa. "We won't get ice cream this time."

"Mister, we want a balloon," said Lisa to the man. "Here is our money."

"Well, now, little girl," said the balloon man. "What balloon do you want? You can have one that hums. Just give me the money for the hummer."

Lisa and Ivan wanted a bright green balloon. They wanted a hummer, too. So they gave the man some more money for the hummer.

The little man put the hummer on the balloon. He began to blow. He blew and blew. He blew up a big green cat. "Hi, mister, what a fine green cat!" said Lisa.

The balloon man put a string on the cat. He gave the string to Lisa. "Oh, thank you, mister, said Lisa. "This is a fine green cat!"

She took the string. The cat went up in the air. It stayed behind Ivan and her.

Soon the green cat began to hum. Lisa was very happy to have a humming green cat balloon.

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"I certainly am," said her mother. "A stranger." With a big sigh, Mrs. Quimby sank heavily to the couch, glanced at her watch again, and closed her eyes. The girls exchanged guilty looks. Their poor mother, worn out by Algie kicking her when there was so much of her to feel hot.

"Mother, are you all right?" Beezus sounded worried.

"I'm fine," snapped Mrs. Quimby, which surprised the girls into behaving.

That evening, the sisters helped their mother put together a cold supper of tuna fish salad and sliced tomatoes. While the family was eating, Mr. Quimby told them that now that the "Hawaiian Holidays" sale with bargains in fresh pineapple and papaya had come to an end, all the Shop-rite markets were preparing for "Western Bar-b-q Week" with specials on steak, baked beans, tomato sauce, and chili. He planned to paint bucking broncos on the front windows.

Mrs. Quimby nibbled at her salad and glanced at her watch.

"And everybody will see your paintings," said Ramona, happy that her father was now an artist as well as a market manager.

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After the wedding, everyone felt let down, the way they always felt the day after Christmas, only worse. Nothing seemed interesting after so much excitement. Grandpa Day had flown back to his sunshine and shuffleboard. Mr. Quimby was at work all day. Friends had gone off to camp, to the mountains, or the beach. Howie and Willa Jean had gone to visit their other grandmother.

"Girls, please stop moping around," said Mrs. Quimby.

"We can't find anything to do," said Beezus.

Ramona was silent. If she complained, her mother would tell her to clean out her closet.

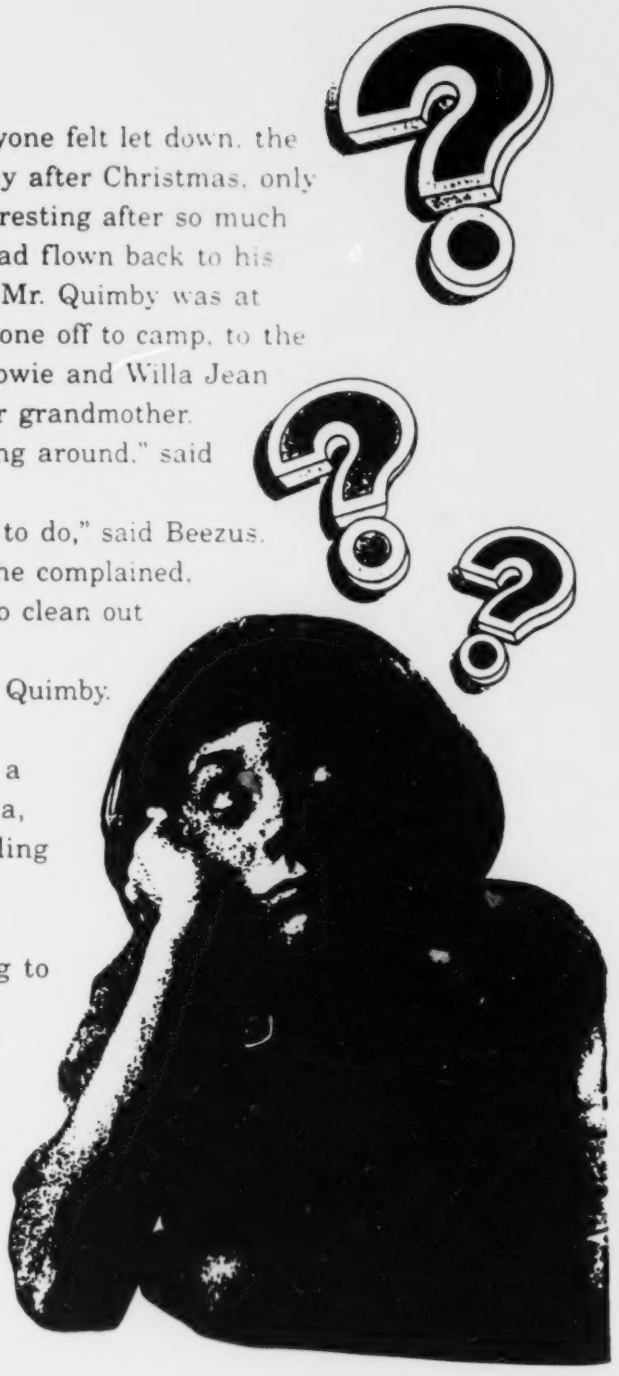
"Read a book," said Mrs. Quimby. "Both of you, read a book."

"I've read all my books a million times," said Ramona, who usually enjoyed rereading her favorites.

"Then go to the library." Mrs. Quimby was beginning to sound irritable.

"It's too hot," complained Ramona. Mrs. Quimby glanced at her watch.

"Mother, are you expecting someone?" asked Ramona. "You keep looking at your watch."



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Appendix B

Motivation to Read Profile: Reading Survey

Name _____ Date _____

Sample 1: I am in _____.
- ❑ Second grade
- ❑ Third grade
- ❑ Fourth grade
- ❑ Fifth grade
- ❑ Sixth grade

Sample 2: I am a _____.
- ❑ boy
- ❑ girl

1. My friends think I am _____.
   - ❑ a very good reader
   - ❑ a good reader
   - ❑ an OK reader
   - ❑ a poor reader
2. Reading a book is something I like to do.
   - ❑ Never
   - ❑ Not very often
   - ❑ Sometimes
   - ❑ Often
3. I read _____.
   - ❑ not as well as my friends
   - ❑ about the same as my friends
   - ❑ about the same as my friends
   - ❑ a lot better than my friends
4. My best friends think reading is _____.
   - ❑ really fun
   - ❑ fun
   - ❑ OK to do
   - ❑ no fun at all
5. When I come to a word I don't know, I can _____.
   - ❑ almost always figure it out
   - ❑ sometimes figure it out
   - ❑ almost never figure it out
   - ❑ never figure it out

Gambrell, L. B., Palmer, B. M., Codling, R. M., & Mazzoni, S. A. (1996). Assessing reading motivation. *The Reading Teach* 49(7), 518-533

6. I tell my friends about good books I read.
   - ❑ I never do this.
   - ❑ I almost never do this.
   - ❑ I do this some of the time.
   - ❑ I do this a lot.

7. When I am reading by myself, I understand _____.
   - ❑ almost everything I read
   - ❑ some of what I read
   - ❑ almost none of what I read
   - ❑ none of what I read

8. People who read a lot are _____.
   - ❑ very interesting
   - ❑ interesting
   - ❑ not very interesting
   - ❑ boring

9. I am _____.
   - ❑ a poor reader
   - ❑ an OK reader
   - ❑ a good reader
   - ❑ a very good reader

10. I think libraries are _____.
    - ❑ a great place to spend time
    - ❑ an interesting place to spend time
    - ❑ an OK place to spend time
    - ❑ a boring place to spend time

11. I worry about what other kids think about my reading _____.
    - ❑ every day
    - ❑ almost every day
    - ❑ once in a while
    - ❑ never

12. Knowing how to read well is _____.
    - ❑ not very important
    - ❑ sort of important
    - ❑ important
    - ❑ very important

Gambrell, L.B., Palmer, B.M., Codling, R.M., & Mazzoni, S.A. (1996). Assessing reading motivation. *The Reading Teacher, 49*(7), 518-533.

13. When my teacher asks me a question about what I have read, I _____
- ❑ can never think of an answer
- ❑ have trouble thinking of an answer
- ❑ sometimes think of an answer
- ❑ always think of an answer

14. I think reading is _____.
- ❑ a boring way to spend time
- ❑ an OK way to spend time
- ❑ an interesting way to spend time
- ❑ a great way to spend time

15. Reading is _____.
- ❑ very easy for me
- ❑ kind of easy for me
- ❑ kind of hard for me
- ❑ very hard for me

16. When I grow up I will spend _____.
- ❑ none of my time reading
- ❑ very little of my time reading
- ❑ some of my time reading
- ❑ a lot of my time reading

17. When I am in a group talking about stories, I _____.
- ❑ almost never talk about my ideas
- ❑ sometimes talk about my ideas
- ❑ almost always talk about my ideas
- ❑ always talk about my ideas

18. I would like for my teacher to read books out loud to the class _____
- ❑ every day
- ❑ almost every day
- ❑ once in a while
- ❑ never

19. When I read out loud I am a _____.
- ❑ poor reader
- ❑ OK reader
- ❑ good reader
- ❑ very good reader

Gambrell, L.B., Palmer, B.M., Codling, R.M., & Mazzoni, S.A. (1996). Assessing reading motivation. *The Reading Tea* 49(7), 518-533.

20. When someone gives me a book for a present, I feel _____.

- ❑ very happy
- ❑ sort of happy
- ❑ sort of unhappy
- ❑ unhappy

Gambrell, L.B., Palmer, B.M., Codling, R.M., & Mazzoni, S.A. (1996). Assessing reading motivation. *The Reading Teacher, 49*(7), 518-533.

Appendix C.

Attitudinal Scale for Parents

Child's Name: _____ Date: _____

Please indicate your observation of your child's reading growth since the last report. Feel free to comment where appropriate.

A = Strongly agree
B = Agree
C = Disagree
D = Strongly disagree

My child:

1. Understands more of what he or she reads.	A	B	C	D
2. Enjoys being read to by family members.	A	B	C	D
3. Finds time for quiet reading at home.	A	B	C	D
4. Sometimes guesses at words, but they usually make sense.	A	B	C	D
5. Can provide a summary of stories read.	A	B	C	D
6. Has a good attitude about reading.	A	B	C	D
7. Enjoys reading to family members.	A	B	C	D
8. Would like to get more books.	A	B	C	D
9. Chooses to write about stories read.	A	B	C	D
10. Is able to complete homework assignments.	A	B	C	D

Strengths I see: _____

_____

_____

Areas that need improvement: _____

_____

_____

Concerns or questions I have: _____

_____

_____

From Fredericks, A.D., & Rasinski, T.V. (1990b). Involving parents in the assessment process. *The Reading Teacher, 44*(4), 346–34

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Appendix D.

Dear Teachers,

We are working on an action research project for our masters program. We would like a little input from you as to what you think we should do to help improve the school. Mr. Graff has given us the okay to begin this project as part of our building improvement plan for the state.

Here are some areas we think we might be able to work on to improve our school climate. Please rate these on a scale of 1 to 3 as to where you feel our needs lie.

We may not be able to do exactly what you think we should be doing, but we will try. Please feel free to add your ideas if we have not listed them.

In doing this project, we may need your help in developing programs that will help our school.

We will be working on this project from January though May. Hopefully, we will have some curriculum plans ready when we come back to school in the fall.

Thanks for your help,

School Improvement Plan Action Reasearch Project

Rate these areas of interest, concern, or need , to help improve Irving School on a scale of 1 - 3.

__ Parent Involvment _____

__ Social Skills _____
(Second Step, Project Charlie)

__ Improving Reading Skills _____

__ Staff Curriculum Development _____
(Cooperative Learning)

__ Technology Development _____
(Computer Lab in library)

__ Peer Disipline Program _____

__ Useable School Library _____

__ Pride in the Physical Apperance
of the School. _____

__ School Based Writiing Comp.
Curriculum _____

Comments:

Appendix E.

Elementary Reading Attitude Survey

School _____ Grade _____ Name _____

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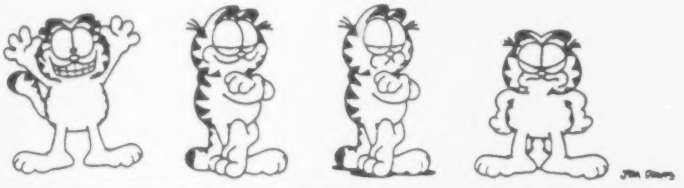
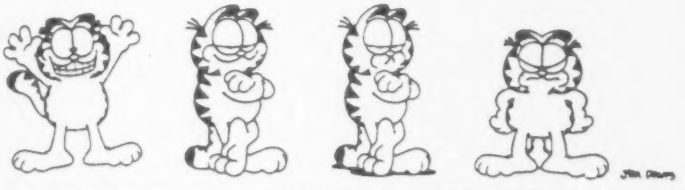
1. How do you feel when you read a book on a rainy Saturday?



2. How do you feel when you read a book in a school during free time?

3. How do you feel about reading for fun at home?



4. How do you feel about getting a book for a present?

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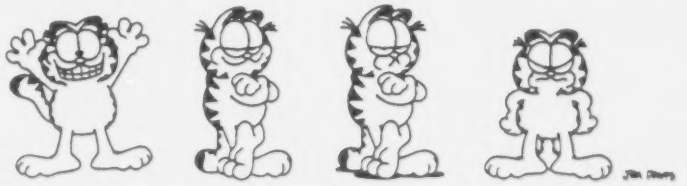
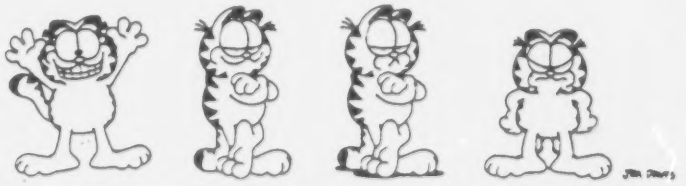
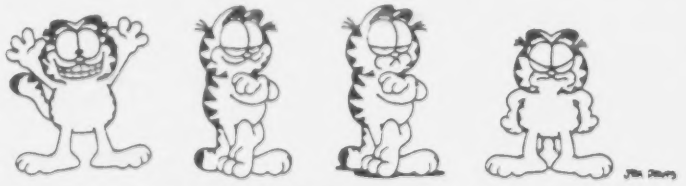
5. How do you feel about spending free time reading?



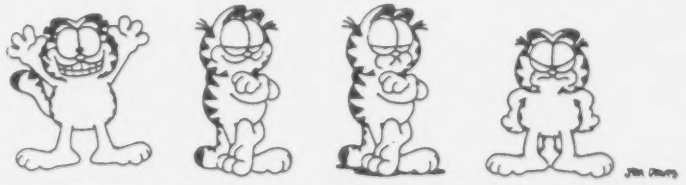
6. How do you feel about starting a new book?



7. How do you feel about reading during summer?



8. How do you feel about reading instead of playing?



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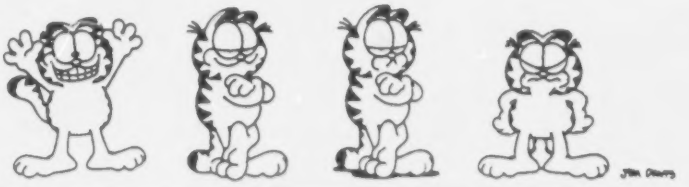
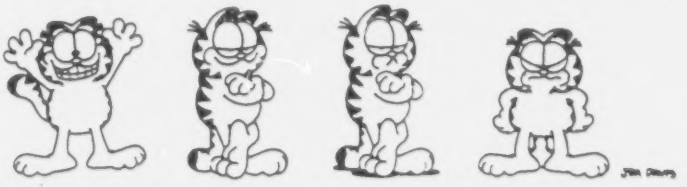
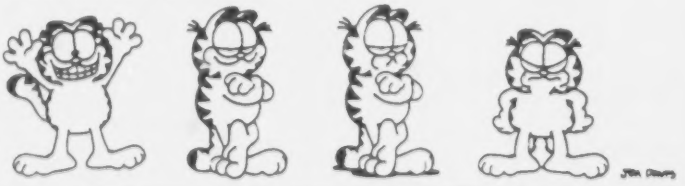
9. How do you feel about going to a bookstore?



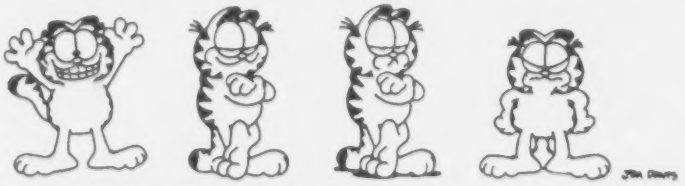
10. How do you feel about reading different kinds of books?



11. How do you feel when the teacher asks you questions about what you read?



12. How do you feel about doing reading workbook pages and worksheets?



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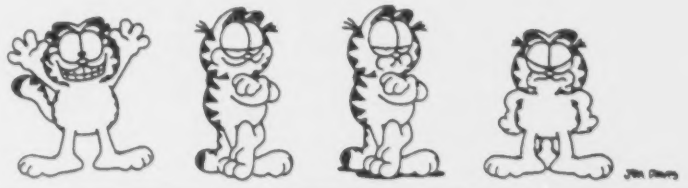
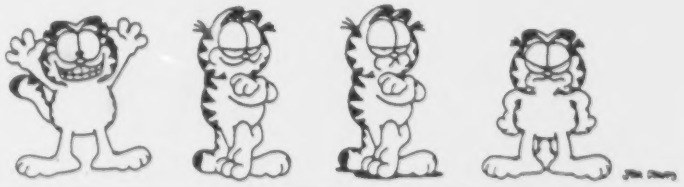
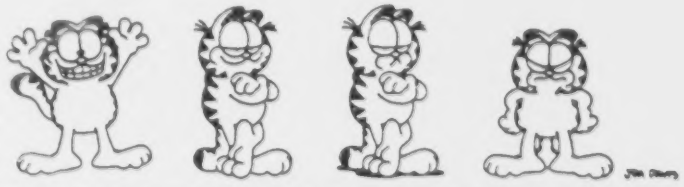
13. How do you feel about reading in school?



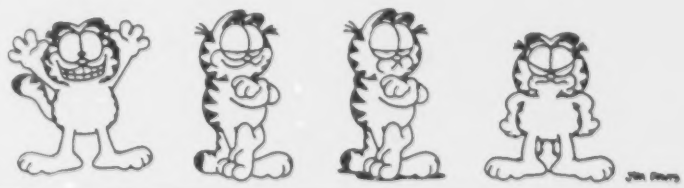
14. How do you feel about reading your school books?



15. How do you feel about learning from a book?



16. How do you feel when it's time for reading in class?



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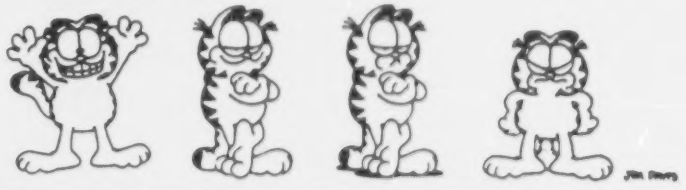
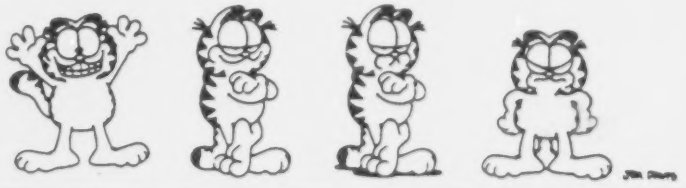
17. How do you feel about the stories you read in reading class?

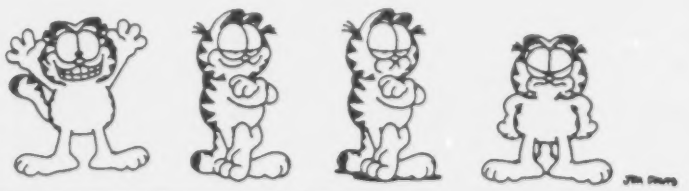


18. How do you feel when you read out loud in class?



19. How do you feel about using a dictionary?

20. How do you feel about taking a reading test?



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Appendix F.

"Keep a record from year to year" **SLOSSON ORAL READING TEST (SORT)**

READING LEVEL	
SCHOOL GRADE	

NAME _____ (Last, First, Middle) AGE _____ DATE _____

SCHOOL _____

EXAMINER _____

List P (20)	List 1 (40)	List 2 (60)
1. see	1. with	1. game
2. look	2. friends	2. hide
3. mother	3. came	3. grass
4. little	4. horse	4. across
5. here	5. ride	5. around
6. can	6. under	6. breakfast
7. want	7. was	7. field
8. come	8. what	8. large
9. one	9. bump	9. better
10. baby	10. live	10. suddenly
11. three	11. very	11. happen
12. run	12. puppy	12. farmer
13. jump	13. dark	13. river
14. down	14. first	14. lunch
15. is	15. wish	15. sheep
16. up	16. basket	16. hope
17. make	17. food	17. forest
18. ball	18. road	18. stars
19. help	19. hill	19. heavy
20. play	20. along	20. station

List 3 (80)	List 4 (100)	List 5 (120)
1 safe	1 harness	1 cushion
2 against	2 price	2 generally
3 smash	3 flakes	3 extended
4 reward	4 silence	4 custom
5 evening	5 develop	5 tailor
6 stream	6 promptly	6 haze
7 empty	7 serious	7 gracious
8 stone	8 courage	8 dignity
9 grove	9 forehead	9 terrace
10 desire	10 distant	10 applause
11 ocean	11 anger	11 jungle
12 bench	12 vacant	12 fragrant
13 damp	13 appearance	13 interfere
14 timid	14 speechless	14 marriage
15 perform	15 region	15 profitable
16 destroy	16 slumber	16 define
17 delicious	17 future	17 obedient
18 hunger	18 claimed	18 ambition
19 excuse	19 common	19 presence
20 understood	20 dainty	20 merchant

List 6 (140)	List 7 (160)	List 8 (180)	High School (200)
1 installed	1 administer	1 prairies	1 traverse
2 importance	2 tremor	2 evident	2 affable
3 medicine	3 environment	3 nucleus	3 compressible
4 rebellion	4 counterfeit	4 antique	4 excruciating
5 infected	5 crisis	5 twilight	5 pandemonium
6 responsible	6 industrious	6 memorandum	6 scrupulous
7 liquid	7 approximate	7 whimsical	7 primordial
8 tremendous	8 society	8 proportional	8 chastisement
9 customary	9 architecture	9 intangible	9 sojourn
10 malicious	10 malignant	10 formulated	10 panorama
11 spectacular	11 pensive	11 articulate	11 facsimile
12 inventory	12 standardize	12 deprecate	12 auspicious
13 yearning	13 exhausted	13 remarkably	13 contraband
14 imaginary	14 reminiscence	14 contrasting	14 envisage
15 consequently	15 intricate	15 irrelevance	15 futility
16 excellence	16 contemporary	16 supplement	16 enamoured
17 dungeon	17 attentively	17 inducement	17 gustatory
18 detained	18 compassionate	18 nonchalant	18 decipher
19 abundant	19 complexion	19 exuberant	19 inadequacy
20 compliments	20 continuously	20 grotesque	20 simultaneous

SCORE

List P _____
List 1 _____
List 2 _____
List 3 _____
List 4 _____
List 5 _____
List 6 _____
List 7 _____
List 8 _____
List H. S. _____

Raw Score _____

(Total number of correct words including the words below starting level.)

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Appendix G.

Revised Dolch List

a	could	he	might	same	told
about	cut	heard	more	saw	too
across	did	help	most	say	took
after	didn't	her	much	see	toward
again	do	here	must	she	try
all	does	high	my	short	turn
always	done	him	near	should	two
am	don't	his	need	show	under
an	down	hold	never	six	up
and	draw	hot	next	small	upon
another	eat	how	new	so	us
any	enough	I	no	some	use
are	even	I'm	not	soon	very
around	every	if	now	start	walk
as	far	in	of	still	want
ask	fast	into	off	stop	warm
at	find	is	ol.	take	was
away	first	it	old	tell	we
be	five	its	on	ten	well
because	for	just	once	than	went
been	found	keep	one	that	were
before	four	kind	only	the	what
began	from	know	open	their	when
best	full	last	or	them	where
better	gave	leave	other	then	which
big	get	left	our	there	while
black	give	let	out	these	white
blue	go	light	over	they	who
both	going	like	own	think	why
bring	gone	little	play	this	will
but	good	long	put	those	with
by	got	look	ran	thought	work
call	green	made	read	three	would
came	grow	make	red	through	yes
can	had	many	right	to	yet
close	hard	may	round	today	you
cold	has	me	run	together	your
come	have	mean	said		

The rationale and research for this list is described in Johns, J.L. (1981). The development of the revised Dolch list. *Illinois School Research and Development, 17(3),* 15–24.

Appendix H.

BOTEL READING INVENTORY A

Phonics Mastery Test

Level A

1. Consonant Sounds

Directions: Listen carefully as I read a group of words. Write the beginning letter of each word after the correct number on your answer sheet. (*Note:* Since this is a test on sounds, not on spelling, any answer in parentheses should be accepted.)

1. par	(p)	6. vamp	(v)	11. jade	(j)	15. lair	(l)
2. batch	(b)	7. terse	(t)	12. hulk	(h)	16. yacht	(y)
3. malt	(m)	8. soot	(s)	13. zest	(z)	17. keel	(k, c)
4. wean	(w)	9. deft	(d)	14. nape	(n)	18. gape	(g)
5. foil	(f)	10. ramp	(r)				

2. Consonant Blends

Directions: Now I shall read some other words. Listen carefully and write the first two letters of each word. (*Note:* Acceptable answers are in parentheses. Since this is a test on sounds, not on spelling, any indicated answer is correct.

1. blithe	(bl)	6. slink	(sl)	11. gripe	(gr)	16. snag	(sn)
2. clog	(cl)	7. bray	(br)	12. prance	(pr)	17. spike	(sp)
3. flounce	(fl)	8. crass	(cr)	13. trek	(tr)	18. stint	(st)
4. glum	(gl)	9. dredge	(dr)	14. scud	(sc, sk)	19. swap	(sw)
5. plush	(pl)	10. frisk	(fr)	15. smear	(sm)		

3. Consonant Digraphs

Directions: In the next group of words listen carefully and again write the first two letters: *shorn, chide, thence, thatch.* Now write the two letters that end this word: *sling.*

1. shorn	(sh)	3. thence	(th)	5. sling	(ng)
2. chide	(ch)	4. thatch	(th)		

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4. Rhyming Words

Directions: There are four words printed on your paper. Write two or more words that rhyme with each word and have the same group of ending letters.

1. ball	2. make	3. get	4. will

Level B

1. Long and Short Vowels

Directions: Listen carefully to the vowel sound in these words. If the vowel is short, write the word *short* and the letter for the vowel sound. If the vowel is long, write the word *long* and the letter for the vowel sound. (Correct answers are in parentheses.)

1. bid	(short i)	6. stop	(short o)
2. eve	(long e)	7. bun	(short u)
3. flat	(short a)	8. mile	(long i)
4. note	(long o)	9. best	(short e)
5. cave	(long a)	10. cute	(long u)

2. Other Vowel Sounds

Directions: Sometimes two vowels work together and have one sound. Some of these vowels are *oo*, *oi*, and *oy*. Also certain consonants, such as *r* and *w*, after a vowel change the sound of the vowel. Listen carefully to the words I say. If a word has a vowel team, write the two vowel letters. If a word has a vowel changed by a consonant, write the vowel and the consonant letters. (Correct answers are in parentheses. Some sounds can be spelled more than one way. Since this is a test on sounds, not on spelling, any of the indicated answers should be accepted.)

1. nook	(oo)	4. jar	(ar)	7. boil	(oi, oy)
2. blouse	(ou, ow)	5. Troy	(oy, oi)	8. whirl	(ir, er, ur)
3. broom	(oo)	6. claw	(aw, au)	9. scorn	(or)

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Level C

1. Number of Syllables

Directions: Listen carefully to the words I say. Circle the number that shows the correct number of syllables in each word. *(Note:* Correct answers are in parentheses.)

A. excitement	(3)	F. anticipate	(4)
B. spice	(1)	G. motel	(2)
C. music	(2)	H. mechanical	(4)
D. whispering	(3)	I. leaf	(1)
E. orbit	(2)	J. consider	(3)

2. Accented Syllable

Directions: Listen carefully and circle the number that shows the accented syllable in each word I say. *(Note:* Correct answers are in parentheses.)

A. excitement	(2)	F. anticipate	(2)
B. spice	(1)	G. motel	(2)
C. music	(1)	H. mechanical	(2)
D. whispering	(1)	I. leaf	(1)
E. orbit	(1)	J. consider	(2)

Nonsense Words

Directions: This is an individual test. Each student should be asked to read the words aloud. (*Note:* Beyond the third grade, the test may be administered as a quick-screening test. If the student passes it successfully, he does not need to be given Levels A, B, and C.)

The phonetic respelling and stressed syllables are indicated in parentheses. Short vowels are not marked, and the schwa (ə) symbol is used for the short u sound in both stressed and unstressed syllables.

1. ringtrape (ring'trāp)
2. pegflitting (peg'flit·ing)
3. concealter (kən·sēl'tər)
4. flingle (fling'l)
5. decentively (dē·sent'iv·lē)
6. fragmil (frag'mil)
7. aggravement (ə·grāv'ment)
8. craminstate (kram·in·stāt')
9. jungulation (jəng·u·lā'shən)
10. sloapclinger (slōp'kling·ər)
11. whister (hwis'tər)
12. calcumvent (kal'kəm·vent)
13. tampillage (tam·pil'ij)
14. chumertracing (chəm·ər·trās'ing)
15. donagrant (don'ə·grant)

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Appendix I.

Name _____

Teacher's Initials _____

Worksheet 71
(for use with Lesson 71)
Phonics 1

ar

1. _____
2. _____
3. _____
4. _____
5. _____
6. card
7. darkroom
8. kicking
9. home
10. tweet

Kim sells greeting cards. The cards tell people to have a happy day. She sells her cards to stores who sell them to the public.

11. What does Kim sell? _____

12. Who sells cards to the public? _____

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Parent's Initials _____

Homework 71
(for use with Lesson 71)
Phonics 1

ar

1. mark
2. parking
3. creed
4. farmyard
5. buzzing
6. carp
7. yardstick
8. meek
9. roommate
10. grub

Mark parks cars. People drive up and he takes their cars and parks them. People tip him after he brings their cars back.

11. What does Mark do? _____

12. What does Mark get? _____

Parents: Your child has been taught **combination ar** (as in *arm*).

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Name _____

Teacher's Initials _____

Worksheet 71
(for use with Lesson 71)
Phonics 2

1. tight

2. couch

3. coin

4. rain

5. curl

6. bloom

7. Tim is my brother. We like to do things together (tȯ gĕ~~th~~´ er). Tim works for our dad. Our dad says that I should not play near Tim while he is working. He thinks I might get hurt. Since Tim works in the day, I might get to play with him at night.

   a. When will I get to play with Tim? _____

   b. Why will I play with Tim at night? _____

   _____

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Name _____

Parent's Initials _____

Homework 71
(for use with Lesson 71)
Phonics 2

1. light

2. sigh

3. sound

4. braid

5. join

6. fright

7. It would be hard to drive at night if your lights did not work. You could not see things, and you might run off the street.

   a. When would it be hard to drive if your lights did not work? _____

   b. Why do you need lights to drive? _____

Parents: Your child has been taught that a **trigraph** is three letters that come together to make one sound, that trigraphs are coded by underlining, and **trigraph *igh***, which is coded as follows: igh

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Appendix J.

Name _____

Assessment 13
(for use with Lesson 70)
Phonics 1

Section I

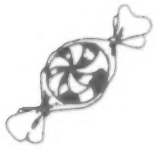
1. ___ ___ ___ ___ ___
2. ___ ___ ___ ___ ___ ___
3. ___ ___ ___ ___ ___ ___
4. ___ ___
5. ___ ___ ___ ___ ___ ___

Section II

6. ī͡gh

7. er

8. ȳ́



9. ẏ

Section III

10. night
11. numbers
12. puppy
13. fry
14. beetle

Section IV

Uncle Dave has a job. He takes care of a little tot, Ann. He shakes the rattle and gets Ann's bottles. Ann toddles and slips and Uncle Dave grabs Ann. Uncle Dave is good with Ann and he likes his job.

15. What is Uncle Dave's job?

_____

16. Who shakes the rattle?

_____

17. Who slips?

_____

18. Does Uncle Dave like his job?

_____

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Assessment 13
(for use with Lesson 70)
Phonics 1

Section V

19. again _____

20. against _____

21. brought _____

22. says _____

Section VI

23. igh _____

24. er _____

25. ẏ _____

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Name _____

Assessment 14
(for use with Lesson 70)
Phonics 2

Section I	Section II	Section III
1. _____	8. out	15. _____
2. _____	9. green	16. _____
3. _____	10. cow	17. _____
4. _____	11. made	18. _____
5. _____	12. next	19. _____
6. _____	13. bare	20. _____
7. _____	14. helper	21. _____

P2-A-014a

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Name _____

Assessment 14
(for use with Lesson 70)
Phonics 2

Section IV

Long-horned beetles make squeaking or crying sounds when you grab them. They think the sounds will scare you and make you let them go. When you let the beetles go, the noise stops. They make these sounds by rubbing, not with their mouths.

22. When do long-horned beetles make sounds?

_____

23. Why do they make sounds? _____

24. How do they make sounds? _____

Section V

25. buy

26. ocean

27. many

28. mother

29. learn

30. any

31. trouble

32. brother

33. sure

34. father

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Appendix K.

January 25, 1999

Dear Parents:

We are planning a "Family Phonics Fun Night" for February 11th from 7:00 p.m. to 8:00 p.m. for second and third grade parents and their students.

This evening will be used to help you become more familiar with our phonics program, show you games and activities you and your children can play, and give you some word lists to help your child read better.

We are looking forward to sharing ideas and fun with you and your students. Please complete and sign the bottom portion of this letter and return it to school with your child as soon as possible. Thank you for your cooperation and we look forward to seeing you on the 11th.

Sincerely,

****

_____Yes, we plan to attend the Family Phonics Fun Night on February 11th and we will have _____ family members attending.

_____No, we cannot attend.

_____
Parent signature

Appendix L.

Agenda

Family Fun Night
Come in and have a seat

7:00 Welcome

Why Phonics Fun Night?

Phonics program information

A R reading program information

Reading Incentive Program--Parent / Student Contract

Homework sheet tips

Sight word lists

Phonics rules

7:10 Game stations

1. Picture Word Match
2. Blend It
3. Match It
4. Rhyme It
5. Word Blend
6. Spell Out
7. At First Sight
8. Act Out/Write Out

Please be patient while waiting your turn at a game station.

Help yourself to cookies and a drink. HAVE FUN !!!!!!

Appendix M.

Daily Parent-Student Reading Contract

Parents agree to work with their student 15 to 20 minutes daily. Check off activities below completed on a daily basis.

Parents listen to students read._____

Parents read to students._____

Parents ask questions about what was read._____

Parents practice sight words with students._____

Parents help with and check phonics homework._____

Parents help students with spelling word list._____

_____

_____

Parents Signature and Date

Appendix N.

v̆C

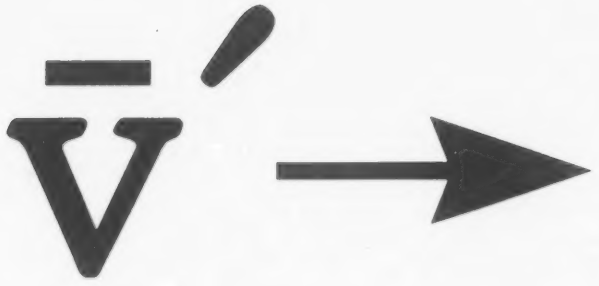
A vowel followed by a consonant is short;
code it with a breve.

lŏg căt sĭt tŭg wĕt

P1 VC 027

First used in Lesson 2

Phonics 1 + Rule Chart 1



An open, accented vowel is long;
code it with a macron.

nō´ mē´ sō´ wē´ gō´ hī´

P1 WC 028

First vowel in Lesson 3

Phonics 1 + Rule Chart 2

K & C Rules

k before **e**, **i**, or **y**

keg	kid	milky
kept	skip	silky

c before **a**, **o**, **u**, or any **consonant**

cat	cot	cut	clip
can	cost	cup	crop

First used in Lesson 22

Phonics 1 • Rule Chart 3

Final /k/ Rules

ck after a short vowel

black lock neck duck sick

k after a consonant or a vowel digraph

milk week bank book

ke after a long vowel

make broke like duke

c at the end of a word with two or more syllables

garlic Atlantic magic picnic

v̄—ȩ

A vowel followed by a consonant and "sneaky *e*" is long; code the vowel with a macron and cross out the "sneaky *e*."

nām**ȩ** hōp**ȩ** thēs**ȩ** līk**ȩ** rūl**ȩ**

Floss Rule

When a one-syllable root word has a short vowel sound followed by the sound /f/, /l/, or /s/, it is usually spelled ff, ll, or ss.

ff	ll	ss
puff	hill	boss
sniff	well	miss
cuff	doll	pass

Final /s/ Rules

After $\breve{V}$, use SS.

boss miss grass dress

After $\bar{V}$, use Ce.

ice space

After C or VV, use Se.

false rinse pulse loose horse

vc|cv	nap|kin v c | c v
napkin v v	nap´|kin v c | c v
napkin v c c v	năp´|kĭn v c | c v

First used in Lesson 24 Phonics 1 • Syllable Division Chart

VCCV

1. VC´|CV — nă**p´|k**ĭn (V C | C V)

2. VC|CV´ — ĭn|jĕ**ct´ed** (V C | C V)

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Second Grade Sight Word List

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Sight Words

again ...../ŭ gĕn´/
against...../ŭ gĕnst´/
any ...../ĕn´ ē/
are...../ar/
been...../bin/
bought...../bŏt/
brother...../brŭth´ er/
brought...../brŏt/
build...../bĭld/
built...../bĭlt/
bush ...../bo͝osh/
busy...../bĭz´ ē/
buy ...../bī/
certain...../ser´ tən/
chocolate...../chŏk´ ələt/
climb ...../klīm/
clothes...../klōz/

Sight Words

color ..... /kŭ´ l͡er/
come ..... /kŭm/
could ..... /k͝od/
country ..... /kŭn´ trē/
cover ..... /kŭv´ e͡r/
do ..... /dō͞o/
does ..... /dŭz/
don't ..... /dōnt/
door ..... /d͡or/
early ..... /e͡r´ lē/
earth ..... /e͡rth/
enough ..... /ĭ nŭf´/
eye ..... /ī/
father ..... /fŏ´ ~~th~~e͡r/
floor ..... /fl͡or/
fought ..... /fŏt/
friend ..... /frĕnd/

Sight Words

from ..... /frŭm/
full ..... /fo͝ol/
goes ..... /gōz/
guess ..... /gĕs/
heard ..... /hɘrd/
heart ..... /hɑrt/
into ..... /ĭn´ to͞o/
laugh ..... /lăf/
learn ..... /lɘrn/
love ..... /lŭv/
many ..... /mĕn´ ē/
mother ..... /mŭ~~th~~´ ɘr/
move ..... /mo͞ov/
of ..... /ŭv/
oh ..... /ō/
once ..... /wŭns/
one ..... /wŭn/

Sight Words

only ...../ōn´ lē/
other...../ŭ~~th~~´ e͡r/
people ...../pē´ pəl/
pull...../po͝ol/
push ...../po͝osh/
put...../po͝ot/
said...../sĕd/
says...../sĕz/
shoe...../sho͞o/
should ...../sho͝od/
some...../sŭm/
stomach ...../stŭm´ ək/
strange ...../strānj/
sure...../sho͝or/
taste...../tāst/
their...../~~th~~ĕr/
there...../~~th~~ĕr/

Sight Words

they ..... /t͟hā/
though ..... /t͟hō/
thought ..... /thŏt/
through ..... /thro͞o/
to ..... /to͞o/
two ..... /to͞o/
want ..... /wŏnt/
was ..... /wŭz/
were ..... /wer/
what ..... /hwŭt/
when ..... /hwĕn/
where ..... /hwĕr/
who ..... /ho͞o/
whose ..... /ho͞oz/
would ..... /wo͝od/
you ..... /yo͞o/

Appendix O.

Word Blend

Objective: To blend sounds into words

Materials: Purple or blue word cards
Tokens

# of Players: 2–5 lower-level students or 6–8 higher-level students

Preparation: Lay the word cards face up on the table or floor. Place one token on each card, not covering the word.

Directions: Start with the student who has the most difficulty reading. Ask the student to select a card, think about how it would be coded, and read the word on the card. Give the student the token if he or she reads the word correctly. Continue around the table until all the tokens have been removed. Encourage students to read different words than the previous students read. Add tokens as necessary to give students more than one chance to play. Students who have difficulty can still participate; allow them to choose a card that has already been read. Even though they receive no token (because it has already been taken), they can still take a turn. The student with the most tokens at the end of the game wins.

Level of Difficulty	Concept(s) Reinforced	Variation
Easier	Blending words	Teacher blends all sounds but the final sound
Average	Blending words	Student reads independently
Advanced	Blending words, providing definitions	Student reads the word, defines it, and/or uses it in a sentence

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Acting Out

Objective: To be able to read, act out, and comprehend instructions

Materials: Green action cards (matching cards)

# of Players: 4–6 students, depending on the students' abilities

Preparation: Give each student two different green cards. Make sure matching cards are dealt to group members. (As students' reading abilities improve, more cards may be dealt at one time.)

Directions: Ask the first student to read one card silently. He or she then "acts out" the instructions on the card. The group members check to see if one of their cards describes the action the "actor" demonstrated. If so, they should raise their hands and read their cards. If a match is made, each student, both the "reader" and the "actor," receives a point. If no match is made, the "actor" should "act out" again. Once a match is made, play continues to the next student. If desired, pass out more cards to each student once they have read and demonstrated the instructions on their cards correctly.

Variation: If the above directions are too difficult for students, have them simply read the phrases or sentences on their cards.

Level of Difficulty	Concept(s) Reinforced	Variation
Easier	Comprehending phrases and sentences	Student reads card
Average	Comprehending phrases and sentences	Student reads card and acts out the instructions
Advanced	Comprehending phrases and sentences	Student reads card; acts it out; other students check own cards to see if they are holding the card describing that action

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Blend It

Objective: To read blends with short or long vowel sounds

Materials: White blend cards

# of Players: 4–6 students, depending on the students' abilities

Preparation: Give each student one blend card.

Directions: Ask the first student to read his or her card with a designated vowel sound. For example, ask the student who is holding the "pl" card to read the blend with a long *i*, as in "pli." If the student reads the blend correctly, award him or her a point. Continue to the next student. Once every student has attempted to add the designated vowel sound to his or her blend, give the students a new vowel sound.

Variation: (You will need the orange vowel cards for this variation.) Place 3–6 blend cards that students are having difficulty with on the table, face up. Hand each student a vowel card. One at a time, have each student add his or her vowel sound to one of the blends on the table. If the student combines the sounds correctly, award him or her a point. When each student has had a turn, have them exchange vowel cards with one another. Continue as long as time permits.

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Make A Match

Objective: To make matches between facedown cards

Materials: Orange letter cards (matching capital and lowercase letters) *or*
Green action cards (matching cards) *or*
Blue word cards (matching cards) *or*
Purple word cards and red picture cards (matching words and pictures)
Tokens

# of Players: 5 students or less

Preparation: Use either the orange cards, the blue cards, the green cards, or the purple and red cards. Choose a level appropriate to the students' reading abilities. Lay the cards face down on the table or floor.

Directions: Start with the student who has the most difficulty reading. Ask the student to turn over two cards in an effort to make a match. If the cards match, remove them from the table and give the student a token. If the cards do not match, instruct the student to lay them back face down exactly where they were. Continue to give each student a turn until every student has had at least three chances to make a match. If necessary, shuffle the cards that have been matched and add them to the table, face down. The student with the most tokens at the end of the game wins.

Appendix P.

05/25/99

Accelerated Reader
Reading Record Report

Start Date: <NONE>
End Date: 05/25/99

* = Failed test

Test	Title	Quest Rt/Poss	% Rt	Points Earn/Poss	Date	Read Level
6082	On Mother's Lap.....	5/ 5	100	0.5/ 0.5	05/16/99	2.3
7230	Just Me and My Little Brot.	4/ 5	80	0.4/ 0.5	05/17/99	2.7
7271	Harry Goes to Day Camp.....	5/ 5	100	0.5/ 0.5	05/17/99	1.7
6065	Frog Prince Continued, The.	5/ 5	100	0.5/ 0.5	05/18/99	3.6
6140	Rough-Face Girl, The.....	5/ 5	100	0.5/ 0.5	05/18/99	3.9
6064	Frederick.....	4/ 5	80	0.4/ 0.5	05/19/99	3.5
6144	Tar Beach.....	5/ 5	100	0.5/ 0.5	05/19/99	4.4
6094	Three Brave Women.....	3/ 5	60	0.3/ 0.5	05/21/99	3.9

Date	Points Used	Date	Points Used	Date	Points Used

NO POINTS USED

*** Summary ***

Average percent correct.....	96.3%
Average reading level.....	2.5
Tests taken.....	49
Tests passed.....	49
Tests failed.....	0
Points possible.....	24.5
Points earned.....	23.6
Points used.....	0.0
Points available.....	23.6

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